

<b>Inspection date</b>	11/07/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- Children are settled, happy and relaxed in the welcoming and friendly environment. The childminder recognises them as individuals and as such ensures their specific needs are effectively met.
- Children make good progress in their learning as the childminder responds well to children's play and interests and she fully supports their play.
- The childminder is keen to develop her skills and knowledge and she effectively uses feedback from the local authority to evaluate and improve her practice.

#### **It is not yet outstanding because**

- Ways of engaging all parents in their children's learning are not fully developed.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector reviewed documents presented by childminder and briefly sampled policies and records relating to the Early Years Foundation Stage.
- The inspector held discussions with the childminder and observed her interaction with the children.
- The views of several parents were obtained from questionnaires they had completed.

## Inspector

Sharon Henry

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with husband and their two children in Leyton within the London Borough of Waltham Forest. The front room and one bedroom of the home are used for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enhance ways to further engage all parents in their children's learning through extending opportunities for them to actively contribute to their child's learning at the setting and at home.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and content with the childminder and good relationships are evident. The childminder has an effective knowledge and understanding of the Early Years Foundation Stage and uses this to ensure children's learning and development is given a high priority. She has a comprehensive understanding of each child's abilities, which enables her to provide purposeful play experiences to support their learning successfully. All children make good progress towards their early learning goals because they are provided with a variety of interesting play based activities. The childminder plans activities daily for the children, taking into account their interests and makes regular observations of their progress. She uses these observations to assess their achievements and plan for their next steps in learning well.

Children learn a range of useful skills and attitudes that prepare them effectively for the next stage in their learning and for school. For example, children are confident speakers, independent in their self-care and quickly develop friendships. Children's self-esteem is raised as the childminder spends her time directly interacting and supporting their play. The children benefit from the value she places on them and her positive interaction with them. The childminder encourages children's language skills through effective interaction. She models good language as they attempt to copy sounds and words without discouraging their efforts so that they can use their growing skills confidently. Children's early literacy skills are developing well. They enjoy looking at books and talking about what they see as they share stories with the childminder. Children begin to be problem solvers as they confidently operate simple equipment, such as 'push and play' or 'pop-up' toys. They learn about and begin to use numbers in their play.

The childminder provides a range of stimulating activities and social activities, such as visits to rhymes and story sessions. The childminder and children talk about the different shapes and colours of the dried pasta the children are playing with. This promotes children's recognition and understanding of matching and sorting, which supports their mathematical development. The childminder encourages children's creative skills when they join in with art and craft activities, play musical instruments or sing along to their favourite tunes. Children enjoy using tools, such as rolling pins when playing with the play dough and use shape cutters to create different designs. The childminder extends the

activity by adding glitter, and as a result children experience cause and effect.

### **The contribution of the early years provision to the well-being of children**

The childminder provides a warm, welcoming, comfortable and homely environment in which children settle quickly and confidently. Children spend their time in a well organised environment, which stimulates them to explore and learn. The childminder organises her day well. As a result, children benefit from a good range and balance of interesting activities that supports their all-round development. The childminder has a good range of toys and resources that provide children with ample play opportunities in all areas of learning. She allows children to direct their own play but always stays on hand to offer suggestions or give advice. Children feel confident enough to decide for themselves if they want to follow any suggestions that the childminder makes. This enhances children's learning and develops their abilities as they play and enjoy themselves. They also attend toddler groups, which extends their play experiences and supports their social skills. The setting is inclusive as the childminder values each child's individuality. She shows a belief that all children are able to build on skills that they bring to her setting. Children demonstrate secure attachments to the childminder, which promotes their well-being and independence. Children are confident and self-assured which motivates them to explore and investigate. The childminder demonstrates respect and empathy, which supports children's personal, social and emotional development well.

Children develop a good awareness of a healthy lifestyle as the childminder has good procedures to promote children's good health. She encourages parents to provide a healthy lunch for their children and she stores food appropriately. Fresh drinking water is readily available for children and they help themselves from their own cups, which encourages their independence. Children enjoy a range of outdoor activities that support their physical and emotional and social development. For example, they make good use of local resources, such as parks, children centres and the library. There are rigorous policies and procedures in place to ensure that children are treated appropriately should they have minor accidents. The medication procedure is robust and includes a system to record parents' written guidance and consent. Children learn about how to keep safe, for example by practising road safety when they are on outings and through gentle reminders of not to run inside, in case they fall.

### **The effectiveness of the leadership and management of the early years provision**

The childminder effectively promotes and safeguards children's welfare. She has a good understanding of her responsibilities in protecting children from harm. For example, the childminder has a good awareness of potential signs and symptoms that would raise her concerns and the procedures to follow in the event of such concerns arising. All adults living on the premises complete appropriate checks and the childminder supervises any visitors to the home. This means that she puts in place good precautions to protect children from harm. The childminder maintains a good range of documentation, policies

and procedures to ensure that she meets requirements. This contributes to the safe and efficient management of the setting. For example, her written policies clearly outline how she safeguards children, manages their behaviour, deals with complaints and promotes equality. The childminder provides a safe and clean learning environment for children to play. She effectively manages this because she carries out regular safety checks, conducts detailed risk assessments and adopts effective cleaning routines.

High emphasis is put on partnership with parents, which has a positive impact on children's overall well-being. When a child starts, parents are provided with and asked to complete an 'all about me' booklet. This includes details personal to their own children including emergency contact numbers and dietary requirements. The childminder gathers information about the children's individual starting points and stages of development. Children's learning and development are recorded in their individual files, which the childminder shares with parents along with daily diaries. However, opportunities for parents to be involved in the ongoing observation and assessment process are not fully embedded. This does not fully promote a consistent approach to supporting children's learning at home.

The childminder competently evaluates her practice. She actively seeks ways to continually improve her knowledge and skills. For example, she accesses training courses that help her improve her understanding of her responsibilities as a childminder. The childminder actively seeks the in-depth views of parents, takes careful note of children's expressed preferences and has conscientiously acted upon suggestions from her local authority advisor. As a result she is able to make changes that directly benefit children in her care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY428764
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	776625
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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